



STATE OF IOWA

THOMAS J. VILSACK, GOVERNOR
SALLY J. PEDERSON, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JUDY A. JEFFREY, INTERIM DIRECTOR

DATE: January 3, 2005
TO: ABE Coordinators
FROM: Bureau of Community Colleges
SUBJECT: ABE Staff Development Plan for PY 2006

Attached is a copy of the guidelines for: 1) amending the FY 2000-2004 local ABE Program Plan, 2) submission of the staff development plan for PY 2006 (July 1, 2005-June 30, 2006), 3) Benchmark Projections, and 4) EL Civics Program. The local program plan amendment is optional but the submission of the PY 2006 staff development plan and benchmark projections are required. **Please submit three (3) copies of the amended plan and/or staff development to me by April 15, 2005.** You may submit an electronic draft copy to me prior to April 15, 2005. There is a checklist of all items required at the back of this document.

The "Certificate Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions" page must be signed and included with the plan.

Section V is for those who would like to apply for an EL/Civics grant. The one year special allocation and guidelines for application are found in Section V.

Section VI is the benchmark section and is included as an opportunity to measure your program's progress and set projections for 2006.

The incentive grant application is found in Section VII.

If there are questions, please contact me.

Sincerely,

Sally S. Schroeder
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State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Community Colleges
Grimes State Office Building
Des Moines, IA 50319-0146

Proposal No. _____
(DE Use Only)

Guidelines for Grant-for Services

FIVE YEAR ADULT EDUCATION GRANT-FOR-SERVICES

The Adult Education and Family Literacy Act (Title II) of Workforce Investment Act of 1998.

COVER SHEET

- ☐ Amended Grant-for-Services for Adult Basic Education
☒ Staff Development Plan for PY 2006

Submitted by _____ in accordance with the Iowa State Program of Adult Basic Education
for the period of **July 1, 2005** through **June 30, 2006**.

Signature of ABE Coordinator Date

Signature of Business Manager Date

Signature of Administrative Officer Date

.....
To be completed by the Iowa Department of Education

Date which plan or amendment is effective: July 1, 2005

Approved: _____
Signature of Consultant Date
Bureau of Community Colleges
and Workforce Preparation

GRANT FOR SERVICES VENDOR FACT SHEET

All blanks must be filled in. Put "N/A" if not applicable. Please type or print in black ink.
Submit three copies of grant-for-services.

1. _____
Legal Name of Sponsor

Business Address Phone (area code)

Parent Organization (if applicable)

Parent Organization Business Address Phone (area code)

2. Check the Organization:
- ____ a. Community College
 - ____ b. Public School District
 - ____ c. 4-Year College University
 - ____ d. Other _____
(name of organization)

3. Person responsible for directing the program:

Name Title

Address Phone (area code)

4. Legal Fiscal Agent:

Name Title

Address Phone (area code)

SECTION I: LOCAL PLAN NARRATIVE GUIDELINES

(if you are not amending your Local Plan, skip Section I)

Section 231(a) of the Workforce Investment Act of 1998 (The Adult Education and Family Literacy Act) indicates “from grant funds made available under Section 211(b), each eligible agency shall award multiyear grants or contracts, on a competitive basis, to eligible providers within the State or outlying area to enable eligible providers to develop, implement, and improve adult education and literacy activities within the state.” Section 231(e) provides that the below listed twelve (12) criteria shall be utilized in the screening and selection of local provider proposals.

The listed (12) criteria provides the request for proposal (RFP) guidelines for grant consideration under the auspices of the title II of the Workforce Investment Act of 1998.

A. Integrated Programs

The following twelve (12) selection criteria will constitute the major portion of the RFP guidelines. The RFP guidelines will contain the following sections relative to the twelve selection criteria. The numbers in parentheses following each criteria statement reflects the number of possible points awarded for that section of the local proposal. Selection criteria numbers 1, 2, 4, 6, 7, and 11 are weighted due their increase priority to meet the mandates of the Act. The highest number of points an application could receive would be 100.

1. *The degree to which the eligible provider will establish measurable goals for participant outcomes. (14)*

This section should describe: 1) the process of establishing core performance indicators, 2) strategies for data collection on the core performance indicators, 3) process(es) for reporting progress on the achievement of core performance indicators.

The measurable goals center around three (3) different levels of core performance indicators.

- a. demonstrated improvements in literacy level skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills;
- b. placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement;
- c. receipt of a secondary school diploma [includes adult high school diploma] or its recognized equivalent [GED].

2. *The past effectiveness of an eligible provider in improving literacy skills of adult and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures, the success of an eligible provider receiving funds in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy. (10)*

The following areas should be addressed: 1) number of persons (16+) functioning at the National Adult Literacy Survey (NALS) Levels 1 and 2 by city, county, Congressional district, or community college district, 2) the strategies that will be utilized to meet or exceed the core performance indicator standards within one year after adoption commencing on July 1, 1999, especially with respect to those adults with the lowest levels of literacy (i.e. NALS Levels 1 and 2), 3) the past effectiveness of the provider in meeting the literacy needs of the adult population including the number of years the provider has rendered basic skills education and services.

3. *The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low income or have minimal literacy skills. (5)*

This section should include: 1) a description of a profile of adults functioning at NALS Levels 1 and 2, 2) a strategy for serving the state's priority target populations, 3) the number of low income adults residing in the geographical area served by the local provider and specific strategies for meeting their literacy needs.

The priority target populations are as follows:

- **able-bodied** welfare recipients (AWR). Persons who received AFDC or food stamps and who did not have disabilities which prevented them from working. Able-bodied welfare recipients, including women caring for young children, represent about 7.4 percent of the Iowa adult population and about three-quarters of the Iowa adult population receiving welfare;
- **low-wage** earners who were not recipients of public assistance (LWW). Adults who did not receive AFDC or food stamps and were employed full-time at, or below, the minimum wage. This population constitutes about 8.4 percent of the Iowa adult population;
- **at-risk** youth (ARY). Persons age 16 to 21 who had not completed high school and were not currently enrolled in school. At-risk youth comprises approximately .6 percent of the Iowa population age 16 and over;
- **persons** for whom English was their second language (ESL). Persons who indicated on the IASALS that they would not speak or write in English. The ESL population constitutes about 1.4 percent of the Iowa adult population;
- **dropouts** with relatively high educational attainment (HiDrp). Persons who dropped out of high school during eleventh grade. This population makes up about 3.1 percent of the Iowa adult population;
- **least** educated school dropouts (LoDrp). Persons whose educational attainment was grade ten or less. LoDrp comprises about 1.7 percent of the Iowa adult population;
- **other** eligible populations (i.e. minorities, corrections, institutionalized, etc.)

4. *Whether or not the program: (a) is of sufficient intensity and duration for participants to achieve substantial learning gains, (b) uses instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read. (10)*

The criteria "of sufficient intensity and duration" can be quantified and reported by: 1) the Iowa Basic Skills Certification Program, or 2) the attainment of individual student goals in relation to specific competencies and clusters of competencies in which the adult learner has demonstrated mastery.

This section should describe the strategies the eligible provider will adopt to demonstrate the criteria "of sufficient and duration" in relation to the implementation of the Iowa Basic Skills Certification Program and/or student goal attainment accomplishments in relation to specific competencies achieved or student goal attainment.

This section should also describe current and future instructional strategies, practices and methodologies that have proven effective in teaching individuals to read.

5. *Whether the activities effectively employ advances in technology is appropriate, including the use of computers. (5)*

The section should include a description of the current and future strategies the eligible provider will utilize with the use of instructional technology. This description should detail: 1) the type of instructional software utilized, 2) the number of computers available, 3) the different types (i.e. brands) of computers utilized, 4) the number of instructional sites utilizing instructional technology strategies, 5) the number of projected sites to utilize instructional technology in the next five (5) years.

6. *Whether the activities are built on a strong foundation of research and effective educational practice. (12)*

This section should describe the specific Iowa research studies including practitioner studies, conducted during the last 5-8 years, which have led to improvement in current or projected instructional activities or led to innovative new approaches in curriculum development, competency based education, accountability, identification of target populations, etc. Describe other studies which have assisted in program improvement and accountability.

This section should include a description of how the Iowa Basic Skills Certification Program will be integrated into the basic skills programs over the next 3 years beginning July 1, 1999. This description should include: 1) the number and types of instructional sites (i.e. workforce development centers, corrections, community action centers, institutions, libraries, etc.), 2) the number of potential students who will be served by the basic skills certification program, 3) the projected number of certificates to be issued over the next 3 years beginning July 1, 1999.

7. *Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship. (10)*

Describe the strategies utilized to incorporate the priority competency areas, delineated in the Iowa Adult Basic Skills Survey (IABSS) study, into student, instructional and program outcomes. Include a description of how priority competencies are taught in a real life context to assist the learner in meeting employability and/or life skills goals.

8. *Whether the activities are staffed by well-trained instructors, counselors and administrators. (5)*

Describe the qualifications which the instructional staff, counselors and administrators possess. This section should include the annual staff development plan for state fiscal year 2000 (July 1, 1999-June 30, 2000). The staff development plan should include goals, objectives and specific activities along with an estimate of the amount of dollars needed to fund staff development activities.

9. *Whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training centers, and social service agencies. (5)*

This section should include: 1) the number and types of agencies, organizations, institutions, etc. with whom the eligible provider currently collaborates, coordinates and cooperates, 2) the number and types of entities represented on the participatory planning committee, 3) the role, scope and function of the participatory planning committee in formulating policy, establishing strategic planning activities, and providing over all guidance and direction for the basic skills program.

This section should also describe the process the local provider has initiated to implement the memorandum of understanding (MOU) with the local Workforce Development Center. The most common literacy services provided are: 1) initial assessment utilizing the CASAS ECS 130 appraisal, 2) referral to literacy classes, 3) providing adult learner progress reports utilizing the TOPSpro software. This section should also describe any negotiated financial arrangements to provide basic literacy services.

10. *Whether the activities offer flexible schedules and support service (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or special needs, to attend and complete programs. (5)*

This section should describe: 1) support services (i.e. child care, transportation, etc.) currently available, 2) cooperative agreements with other agencies (i.e. vocational rehabilitation, Department of Human Services, etc.) designed to assist in providing ancillary services, 3) types of class scheduling strategies to assist individuals with disabilities or special needs.

11. *Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures. (14)*

This section should include: 1) a description of how the statewide basic skills information system (i.e. TOPSpro) will be integrated and utilized for reporting student outcomes, program outcomes, and core performance indicators, 2) future plans for expansion of the TOPSpro system and for reporting and accountability purposes during the next three years beginning July 1, 1999.

12. *Whether the local communities have demonstrated a need for additional English literacy [ESL] programs. (5)*

This section should describe: 1) the current and projected number of students enrolled in English literacy (ESL) programs, 2) a description of English literacy target population(s) located within the geographical area served by the eligible provider, 3) projected number of adults in need of English literacy services.

B. Family Literacy Component

The following four (4) additional screening criteria will be used as an additional evaluation tool for any local grant proposal containing a family literacy component. The number in parentheses following each selection criteria statement reflects the number of possible points awarded to that section of the local proposal. The total number of possible additional points for the family literacy section is 40.

1. *Interactive literacy activities between parents and their children. (10)*

This section should describe the strategies to ensure that instructional activities encourage an active interchange between the parents and their children (i.e. reading and reflection activities, innovative methods of communication among family members, etc.)

2. *Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (10)*

This section should delineate instructional activities and strategies designed to instruct parents how to teach their children the value of education and the encouragement of children to value the educational process.

3. *Parent literacy training that leads to economic self-sufficiency. (10)*

This section should detail educational experiences and activities which will give parents the literacy skills necessary to effectively function in the workplace. These activities could lead to the granting of basic skills certificates, adult high school diploma or attainment of the GED diploma.

4. *An age-appropriate education to prepare children for success in school and life experiences. (10)*

This section should describe educational methodologies, strategies and outcomes to ensure that age-appropriate instruction will successfully prepare children for potential success in future educational experiences.

SECTION II: COMPLIANCES

1. The grantee will submit annually the prorate sheet containing statistics on number of classes and enrollment, contact hours, and reimbursable hours, and ABE-9 financial form outlining federal and local expenditures.
2. The ATT-1/ATT-2 forms must be submitted to request approval and reimbursement for teacher training activities and to following progress in the completion of the indicated activities.

SECTION III: ASSURANCE PROCEDURES

The following criteria for assurance procedures must be included in all local program plans.

1. Procedure for determining that no more than 10% of federal funds are expended for corrections or institutionalized programs.
2. Procedure of policy for serving adult populations in NALS Levels 1 and 2.
3. Federal funds used for local ABE programs are on a 75% basis, providing adequate funds are available, with remaining 25% or more provided by grantee.
4. Certification that the governing board of grantee has approved participation in the Adult Basic Education Program of the Adult Education and Family Literacy Act.
5. Certification that the Adult Basic Education Program will be conducted in compliance with regulations as stated in the Iowa State Plan for Adult Basic Education, Department of Education; fiscal, program and class enrollment reports will be submitted as requested by the State Department of Education.
6. Certification that Adult Basic Education Program will comply with all relevant provisions of the Iowa Civil Rights Act of 1965 as amended, Iowa Executive Order #15 of 1973, Federal Executive Order 11246 of 1965 as amended by Federal Executive Order 11275 of 1967, the Equal Employment Opportunity Act of 1972, and all provisions relevant to fair employment.
7. Certification that no more than 5% of the federal allocation will be expended on administrative salaries and benefits.
8. Certification that all students, faculty and other program beneficiaries will have equal access to program services regardless of gender, race, color, national origin, disability, or age.
9. Certification that the special needs of student, faculty and other program beneficiaries will be addressed.

SECTION IV: STAFF DEVELOPMENT

Describe the methods by which the staff development plan will provide professional growth for program personnel (supervisory, teachers, aides, counseling and clerical). Discussion should include, but not be limited to, areas of orientation, pre-service and inservice at local, quadrant and state levels. Consider how technology will affect the local plan. Is the state plan reflected in the local plan? Are the state initiatives such as GED 2002, family literacy, content standards and ESL addressed? List the priority areas in Program Year 2006.

This section should contain goal statements, objectives, and activities for the goals and objectives established in Part II.2. Project same level funding as last year in your budget. Include a proposed one-year itemized budget following the guidelines listed below:

A. Non-Allowable Costs

- 1) Stipends will not be paid to workshop participants out of state teacher training monies.
- 2) Lodging will not be paid out of state teacher training monies without prior approval from the Adult Education Section.
- 3) Expenses for out-of-state travel (e.g. ABE Commission, AAACE) will not be paid out of teacher training monies without prior approval from the Adult Education Section.

B. Allowable Costs

- 1) In-state travel will be reimbursed at the institutional rate, not to exceed 29 cents per mile.
- 2) Meals will be reimbursed in accordance with the state guidelines, not to exceed:
 - a) breakfast \$5.00
 - b) lunch \$6.00
 - c) dinner \$12.00
- 3) State-wide conferences may be included in this plan.
- 4) State adult education teacher training monies may be used to send additional participants to a state leadership teacher training workshop. The project director must approve the additional participants. Only expenses for mileage and meals may be provided.
- 5) ABE teacher training funds may be used for fees, honorariums, and materials necessary for teacher training activities.

C. Sample Outline for Adult Education Program/Teacher Training Plan

Adult Education Program Plan

Priority Area I

Goal I

Objective 1.

Activity 1.

Activity 2.

Objective 2.

Activity 1.

Activity 2.

Goal II

Priority Area II

ADULT EDUCATION TEACHER TRAINING						
				Projected	Total	Costs
Dates	Activity Title and Objectives	Number of Participants	Projected Breakdown of Costs	State	Local	Combined
			(As applicable to each activity)			
			Travel			
			Meals			
			Fees			
			Honorariums			
			Materials			
			Other			

Total State Reimbursement Requested _____

SECTION V: ENGLISH LITERACY AND CIVICS EDUCATION

A one year special allocation will be available for the purpose of expanding and enhancing English Literacy and Civics Education programs. To qualify for the allocations, the following must be submitted:

A. Define the EL population

- Specify ethnic groups
- Approximate number served
- Number of current EL classes/location

B. Describe the services provided

- Include potential for expanded services
- Instructional method description

C. Plan

- Include goals/objectives for the project
- Time lines
- Outcomes

SECTION VI: BENCHMARKS

The purpose of the Benchmark section is to make reasonable benchmark projections for local program attainment for PY 2006. List specific steps to achieve projected benchmarks. Strategies may include orientation, staff development, coding, etc. Refer to the following four reports: 1) *Iowa's Adult Basic Education Program Benchmark Projections for PY 2005*, 2) *Iowa's Community College Basic Literacy Skills Credential Program Year 2004*, 3) *Iowa's Adult Basic Education Program Annual Benchmark Report Program Year 2004* and 4) *Iowa's NRS Benchmark CQI Model*.

1. Basic Skills Certification

- Program Year 2005 will be the base year for Basic Skills Certification.

2. Pre/Post Assessment

- Using the Table, insert your college's projections in 2006.
- Refer to the sources listed. See Page 12.
- Include a narrative for benchmark attainment.
- Benchmark projections should be 3% points + or – the state negotiated benchmark. If there is a reason a program is not in the 3% range + or -, please state the reason.

3. Educational Gains/Follow-up Measures

- Insert Projections for 2006 into Table.
- Benchmark projections should be 3% points + or – the state negotiated benchmark. If there is a reason a program is not in the 3% range + or -, please state the reason.
- Include a narrative for benchmark attainment.
- Utilize the CQI model for achieving benchmark attainment.

Analysis of Benchmark Projections for Program Year 2006
(July 1, 2005 – June 30, 2006)

STATE BENCHMARKS Pre/Post Assessment Instructional Program	PY 06 STATE PERCENT PROJECTION	PY 06 LOCAL PERCENT PROJECTION
Adult Basic Education (ABE)	84%	
English Literacy (EL)	50%	
Adult Secondary Education (ASE)	86%	
Other State Benchmarks		
GED Pass Rate	95%	
Basic Skill Credential Increase From PY 05 TO PY 06	NA	NA
FEDERAL BENCHMARKS Educational Gains Core Measures – NRS (Educational Functioning Level)		
Beginning Literacy ABE	45%	
Beginning ABE	47%	
Low Intermediate ABE	50%	
High Intermediate ABE	59%	
Low ASE	75%	
Beginning Literacy EL	47%	
Beginning EL	42%	
Low Intermediate EL	42%	
High Intermediate EL	42%	
Low Advanced EL	40%	
Follow-Up Core Measures - NRS		
Entered Employment	77%	
Job Retention	89%	
Earned GED Or HS Completion	76%	
Entered Post-Secondary Education Or Training	48%	

SECTION VII: INCENTIVE GRANT APPLICATION - (This section should only be completed by a local provider who met the eligibility criteria for an incentive grant).

- A. Describe the planned activities. This information should include a description of how the activities are innovative, comprehensive and coordinated, and targeted to improve program performance. Include information on how services build on, rather than duplicate, existing literacy program services mandated by the Adult Education and Family Literacy Act (AEFLA).
- B. Describe ways in which the activities are related to improving local program benchmark performance levels on the state and federal mandated benchmarks for each different activity planned. For example, describe how the activities will strengthen the local program's ability to improve literacy levels, increase employment, increase transitions to further education and training, and/or improve technical and employability skills.
- C. Describe collaborative efforts with stakeholder groups, participating literacy partners and the general public on the use of incentive award funds. Local programs are encouraged to seek public input on the use of state incentive funding, including representatives of vocational education programs, other workforce partners and cooperating literacy partners.

CERTIFICATION REGARDING DEPARTMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION LOWER TIER COVERED TRANSACTIONS

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 ***Federal Register*** (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to which the proposal is submitted.

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name and Title of Authorized Representative

Signature

Date

Staff Development Plan Checklist

- Cover sheet signatures
- Certification signature
- Section I – Local Plan
 - Skip if not amending
- Section II – Compliances
 - ATTs
 - ABE-9s
- Section III – Assurances
- Section IV – Staff Development
 - Budget
 - Plan
- Section V – EL/Civics
 - Population
 - Services Provided
 - Plan
- Section VI – Benchmarks
 - Basic Skills Certification
 - Pre/Post
 - Educational Gains
 - Follow-up Measures
- Section VII – Incentive Grant Application (for qualified programs)
 - Planned Activity
 - Description
 - Collaboration